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ABSTRACT

Information is presented regarding the administration of the North Carolina Minimum Skills Diagnostic Testing Program. This testing program, mandated by the state's basic education program under the Secondary School Reform Act of 1984, checks the necessity for remediation by determining a student's mastery of specific objectives and diagnoses specific deficiencies in a student's achievement. This report presents information on the following topics: (1) program management; (2) duties and responsibilities of the test coordinator; (3) objectives for the testing program for grades 3, 6, and 8; (4) guidelines for test storage and inventory systems; (5) information on scanning and scoring; and (6) promotion standards for North Carolina's public schools. (SLD)

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Minimum Skills Diagnostic Tests

North Carolina Minimum Skills Diagnostic Testing Program

Administrative Information

1992-93

Testing Section
Division of Accountability Services
North Carolina Department of Public Instruction

TM 020 503

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PROGRAM MANAGEMENT INFORMATION

Background

The North Carolina General Assembly of 1984 enacted the Secondary School Reform Act. This act directed the Department of Public Instruction to:

- develop a standard course of study,
- set standards for student performance and promotion, and
- prescribe appropriate objectives for remediation.

These directives achieved substance in *The Basic Education Program for North Carolina's Public Schools (BEP)*. This document sets forth detailed curriculum objectives for each subject area. In addition, it specifies a promotion testing program to be implemented at grades 3, 6, and 8 in the spring of each school year -- the North Carolina Minimum Skills Diagnostic Testing Program. (See *Promotion Standards from the Basic Education Program for North Carolina's Public Schools* section of this document.)

Purposes of Testing

The major purposes of the *North Carolina Minimum Skills Diagnostic Tests*: Phase 2 are the following:

- First, the tests provide a check on the necessity for remediation by determining whether a student has achieved mastery of the objectives specified by teachers as necessary for successful performance at the next grade level;
- Second, the tests diagnose specific deficiencies in a student's achievement in reading, language, and mathematics in order to prescribe content areas for remediation during summer school and during the subsequent school year.

The first phase of the promotion standards involves screening students for Minimum Skills Diagnostic Testing. In the past, in Phase 1 students took the nationally normed *California Achievement Tests* (*CAT*). Students who scored at or above the national norm level of the 25th percentile for their grade on the *CAT* (Total Battery) satisfied the state's competency requirement for promotion. Students who scored below the 25th percentile on the *CAT* proceeded to Phase 2 of the Minimum Skills Diagnostic Testing Program.[1] Since the *CAT* is no longer given statewide, new Phase 1 procedures are in place, which provide a number of options.

First, if students have scores from a nationally normed test taken within the last two school years, and if they score at or above the 25th national percentile for their grade, they meet the state promotion standards. Students who do not meet this standard must take the *MSDT*. Second, if school systems have in place criterion-referenced tests which are appropriate for lower ability students at grades 3, 6, and 8 and which are reliable and diagnostic, these tests may be used for screening, and may be followed up with the *MSDT* for summer school placement. In the absence of these two options, school systems should use teacher judgment and any other available information to recommend that students take the *MSDT*. It may be helpful to look historically at

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[1] Certain categories of students may be exempted from the Minimum Skills Diagnostic Testing Program as specified in the *Guidelines for Testing Exceptional Students*. See also the *Eligible Students* section on page 2 of this document.

the numbers or percentages of students who took the *MSDT*. Additionally, once end-of-grade scores are available, it may be helpful to look at them to judge the effectiveness of the screening process.

In Phase 2, students take the *North Carolina Minimum Skills Diagnostic Tests (MSDT)*, the tests described in this document. Students who perform at or above a total score of 70 percent correct on these tests will be excused from remediation.[1] Students not reaching the cutoff will receive remedial instruction during a state-funded summer school program which emphasizes alternatives to traditional instruction. The *MSDT* provides a detailed profile of each student's strengths and weaknesses so that summer school instruction may be optimally tailored to his/her individual needs. Students who meet state promotion standards but are invited to attend the state-funded summer school program may take the *MSDT* so that the diagnostic profile may be used for summer school instruction.

Following summer school, Phase 3 *MSDT* that are either (1) tests similar in length to the Phase 2 tests or (2) a 100-item version of the *MSDT* are available for use at local school system option. Local school systems determine which form of the Phase 3 tests they will use (if any.) Comparisons across Phase 2 and Phase 3 testing provide information which may be used to evaluate the effectiveness of the summer school program, and may be used to inform promotion decisions. *However, students attending summer school will be promoted or retained in accordance with local school district standards.*

Eligible Students

All students at the third, sixth, and eighth grade levels who do not meet the Phase 1 standards, who have not previously repeated a grade within their current span (K-3, 4-6, 7-8), and who were not certified as Educable Mentally Handicapped, Trainable Mentally Handicapped, Severely/Profoundly Mentally Handicapped, Deaf-Blind, or Autistic are required to take the *MSDT*. Consideration of exemptions for other handicapped students for whom the standards may not be appropriate are made on a case by case basis *before the testing process begins*. Other students who are invited to attend summer school may be tested with either the long or short *MSDT*, at local school system option.

NOTE: Scores from non-standard administrations of the nationally norm-referenced tests cannot be used to make a judgement that a student has met the state promotion standards.

Off-Level Phase 2 Testing

School systems may administer a form of the Phase 2 tests to students at grades 4, 5, and 7, in order to provide diagnostic information and guidance about BEP Summer School placement[2]. The Grade 3 test is used with fourth-graders, the Grade 6 test is used with fifth-graders, and the Grade 8 test is used with seventh-graders. The information provided below for the off-level testing includes the mean total percent correct score, the standard deviation, the mean plus one standard deviation, and the percentage of students who would be expected to not meet several specified cut scores. Corresponding figures for grade 3, 6, and 8 state promotion standard students are presented (in italics) for reference when studying the off-grade figures. The table provided on the next page is for your use in determining how to use the off-level scores for summer school placement and remediation decisions.

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[1] The cut-off score was set by the State Board of Education in a multistage process that included extensive teacher review and field research.

[2] Use of the form not in use for regular Phase 2 testing is recommended for off-level testing, since fewer tests of the same form would be required, and since separate scanning and reporting might be desirable.

Grade	Mean Percent Correct	Standard Deviation	Mean plus 1 Standard Deviation	Percentage Correct Cut Score	Percent Not Meeting the Cut Score
3	*58.9*	*13.6*	*72.5*	*70.0*	*81.8*
4	74.0	13.3	87.3	85.0 89.0	78.8 92.7
5	57.0	11.2	68.2	66.0 70.0	76.2 89.7
6	*60.1*	*9.5*	*69.6*	*70.0*	*93.3*
7	58.0	8.8	66.8	64.0 68.0	71.4 86.8
8	*62.3*	*8.4*	*70.7*	*70.0*	*89.3*

Phase 2 *MSDT* and Competency Screening

The Grade 8 *MSDT* may be used as additional screening tests for the Competency standards. Nationally-normed tests are the first tests used for Competency screening. (Refer to the *Administrative Information* for Competency for more information about screening with norm-referenced tests.) The Competency standards on the *MSDT* are as follows:

Reading	76 percent correct,
Language	89 percent correct,
Mathematics	73 percent correct.

After the first statewide administration of the end-of-grade tests, screening levels using these tests will be investigated.

Summer Competency Testing

Eighth-grade students who do not reach one or more of the Competency standards may be invited to take any *Competency Tests* which they have not yet passed at the end of the BEP Summer School session. Students do not need to have been enrolled in the BEP Summer School to participate in any Competency testing which occurs during the summer.

TEST COORDINATOR'S DUTIES AND RESPONSIBILITIES

As a local school system Test Coordinator, you must perform a number of key tasks to ensure the successful implementation of the North Carolina Minimum Skills Diagnostic Testing Program. These tasks may be summarized as follows:

- Developing and implementing a plan for the North Carolina Minimum Skills Diagnostic Testing Program, including off-level testing if your school system participates,
- Ordering appropriate quantities of test materials as requested by the NCDPI Testing Section,
- Receiving/checking any testing materials shipments,
- Distributing materials within your school system,
- Developing and implementing procedures to ensure test security,
- Devising and implementing a plan for the collection and secure storage of the testing materials,
- Attending the NCSDPI Training Workshop,
- Training your Test Administrators and Proctors,
- Working with your Director for Exceptional Students in approving exemptions and procedures for the testing of exceptional students (see the document *Guidelines for Testing Exceptional Students, Revised 1992-93*),
- Working with your Director for Second Languages, or Superintendent, in approving exemptions and procedures for the testing of Limited English-Proficient students. (See *Guidelines for Testing Exceptional Student --1992 Edition* and *Guidelines for Testing Limited English-Proficient Students--1989 Edition.*)
- Working with your Superintendent in approving exemptions and procedures for the testing of students who encounter unforeseen special circumstances prior to scheduled testing and who are not classified as Special Education Students,
- Monitoring your test administrations and reporting any problems such as serious testing irregularities. Irregularities which result in misadministrations must be reported to your Local Board of Education,
- Supervising the editing of the answer documents and *General Purpose Header Sheets* at the school level (100% edit of answer documents and header sheets),
- Editing the header sheets and answer documents at the school system level (100% edit of header sheets and at least 20% spot check of answer documents),
- Supervising the scanning of header sheets and answer documents, and using the "check data files" routine in the SCAN program to correct any errors,
- Distribution of student test reports to schools in a timely fashion.

In order to perform these tasks, you will need a thorough and detailed understanding of each phase of the Minimum Skills Diagnostic Testing Program. The *Test Administrator's Manuals* provide instructions for administering the tests, and outline Test Coordinator, Test Administrator, and Proctor responsibilities. The *Scanning Manual* provides information on operating the scoring program. (Also see the *Scoring and Scanning* section of this document). However, important additional information on your responsibilities as a Test Coordinator are covered in this document.

Annual Testing Plan

The implementation of the Minimum Skills Diagnostic Testing Program in your school system may vary according to your specific situation, such as how students will be grouped for testing, who will serve as proctors, or how the answer documents will be edited. However, you should have indicated such variations in your local plans, and the program should be implemented in a manner consistent with these plans and the procedures provided in this document.

Scheduling Testing and Makeup Procedures

It is recommended that testing be scheduled to occur in the spring, not at a time which will coincide with end-of-grade and end-of-course testing. This scheduling will facilitate the scoring schedule, and provides adequate time for parent notification and summer school planning.

Test Coordinators and Administrators are encouraged to administer as many makeup tests as possible during the period between the regularly scheduled test sessions and the date of scanning. Then, include the makeup answer documents with the appropriate stack of answer documents which were completed during the regularly scheduled testing period. Using this procedure, you will probably be able to include all or most answer documents for a grade in a single scoring session.

NOTE: When you include makeup tests with regular tests be sure that the number of answer documents is correctly recorded on the header sheet.

Receiving/Checking Test Materials Shipment

Most Minimum Skills Diagnostic Testing Program materials are stored locally (see "Test Forms" section.) Answer sheets must be ordered from a contractor according to deadlines and procedures specified by the Testing Section. Quantities of materials received from the contractor must be verified against the packing list as soon as they are received, so that any necessary adjustments may be made.

Test Security/Storing and Inventorying Test Materials

Because most test materials are now stored locally, it is essential that secure facilities are maintained, and that efficient inventory and distribution methods be adopted. Guidelines for storage and inventory, as well as sample distribution and inventory forms, are provided in the *Guidelines for Test Storage and Inventory Systems* section of this document.

School systems are charged with maintaining all tests in a secure central location. In addition, State Board of Education policy requires that tests not be reproduced in any manner and that school personnel not disclose the contents or specific items contained in the tests to persons other than authorized employees of the school system.

Test Forms

There are two current forms of the Phase 2 *MSDT*--Forms A and B Long, the covers of which are illustrated in a later section. Both of these forms are Second Edition tests, published in 1990. Form A is recommended for use in even years (e.g. 1991-92), and Form B is recommended for use in odd years (e.g. 1992-93.) The form of the test not used for regular Phase 2 testing is recommended for off-level testing[1].

If the school system chooses to test at the end of summer school, either the long versions or the short (100-item) versions may be used. In either case, the form used should be that not used during Phase 2 testing the previous spring, i.e. in years where Phase 2 testing uses Form A, the Phase 3 tests (either long or short) should be Form B.

Distributing Test Materials

Test materials should be distributed to schools a few days prior to the beginning of the testing period, so that materials can be reviewed and checked, but for security reasons, schools should not be required to store the materials more than a few days before and after the testing period. Test booklets should be distributed to Test Administrators no earlier than the day before the testing period begins. A recommended procedure to ensure test security is that booklets be distributed to Test Administrators on each morning of testing, and returned at the end of the day. See the *Guidelines for Test Storage and Inventory Systems* section of this document.

Training Test Administrators and Proctors

You are to attend NCSDPI training workshops related to procedures for the state-mandated testing programs. You are to then conduct training workshops, similar to the NCSDPI training workshops, for your Test Administrators and Proctors. In your workshops, you should not only present information about Test Administrator responsibilities and the administration of the tests, but also review in detail the total program, including procedures for test security and procedures for testing exceptional and Limited-English Proficient students.

Modifications of the Tests

Modified versions of the *MSDT* will be made available to qualified handicapped students, as described in the *Guidelines for Testing Exceptional Students--1992 Edition*. Work with your Exceptional Children Program Administrator to provide appropriate testing circumstances for your exceptional students.

Rules for determining the appropriateness of testing students who are limited in English-proficiency are provided in the document *Guidelines for Testing Limited English-Proficient Students--1989 Edition*.

Audits

You are expected to monitor as many test administrations as possible, and you should try to visit all schools sometime during the administration of each testing program. Administrators probably should be informed in advance that you (or another auditor from the school system) plan to visit some of the test sessions. NCSDPE personnel will also be conducting audits.

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[1] Use of the form not in use for regular Phase 2 testing is recommended for off-level testing, since fewer tests of the same form would be required, and since separate scanning and reporting might be desirable.

Scanning of *MSDT* (Phase 2 and Phase 3)

School systems are responsible for scanning answer documents for Phase 2 (and optionally Phase 3) of the Minimum Skills Diagnostic Testing Program, using scanning/scoring software provided by the NCSDPI Testing Section. Either SCAN92 or SCAN93 may be used to score any current form of the *MSDT*. Tests should be scanned for report generation as soon as testing and makeups for a particular testing session are completed. This procedure will allow local scanners to process all answer documents for a grade (and particular testing session) at one time. Scanning will provide student rosters, individual reports and labels for students. Refer to the *Scanning Manual* and the *Scanning and Scoring* section of this document for information about proper scanning procedures.

Editing Scannable documents

Test Administrators are to edit 100% of the student answer documents to ensure their readability by the scanning machine. Test Coordinators are to edit 100% of the Header Sheets, and spot check at least 20% of the answer documents.

OBJECTIVES FOR THE MSDT

Grade 3

READING/LANGUAGE ARTS	MATHEMATICS
1. Read a passage with a reading level of 3.1 and identify the main idea.	1. Add three 1-digit numbers.
*2. Read a passage with a reading level of 3.1 and identify details stated.	2. Compare two numbers less than 100 without using symbolic notation.
3. Read a passage with a reading level of 3.1 and select the correct sequence of events.	3. Order numbers less than 1000.
4. Read a passage with a reading level of 3.1 and identify the setting.	4. Add two 2-digit numbers (regrouping ones).
5. Read a passage with a reading level of 3.1 and identify the cause and effect of a relationship.	5. Add a 1-digit number to a 2-digit number (regrouping ones).
*6. Read a passage with a reading level of 3.1 and select the best conclusion.	6. Add three 2-digit numbers (regrouping ones).
7. Read a passage with a reading level of 3.1 and predict the outcome.	7. Add two 3-digit numbers (with no regrouping).
*8. Read orally with expression at a reading level of 3.1.	8. Subtract two 2-digit numbers (regrouping tens).
*9. Read independently a variety of materials.	9. Subtract a 1-digit number from a 2-digit number (regrouping tens).
*10. Identify synonyms, antonyms, multiple meanings and root words as they appear in a passage.	10. Subtract two 3-digit numbers with no regrouping.
11. Capitalize first word in sentences, names of persons and places, days of the weeks, months of the years, and the pronoun "I" when writing.	11. Use addition or subtraction to solve word problems appropriate to computational level.
12. Spell correctly at least 75 high-frequency words when writing.	12. Write the value of one dollar, dimes,and pennies.
*13. Form legibly all upper and lower case manuscript letters when writing.	13. Write the standard form for hundreds, tens, and ones.
*14. Write at least three complete sentences related to a topic, using conventional subject-verb agreement and appropriate punctuation.	14. Use repeated addition to develop multiplication facts in multiples of 2, 3, 5, and 10.
*15. Use a dictionary to check spelling.	15. Multiply two 1-digit numbers, using facts through 25.
*16. Speak in order to give a message, retell a story or take part in discussions.	16. Use arrays to develop division facts through 25.
*17. Follow two-step oral and written directions.	17. Use 1-digit numbers as factors and divisors, using facts through 25.
	18. Use multiplication (facts through 25) to solve word problems appropriate to computational level.
	19. Tell time to the nearest quarter-hour interval.
	20. Measure length to the nearest centimeter and inch.
Taken from the *Basic Education Program*, Revised February 1988.	21. Identify fractional parts of a region (1/2, 1/3, 1/4).
	22. Identify cubes, cylinders, and spheres.
	23. Identify circles, triangles, squares, and rectangles.
	24. Recognize ordinal numbers to tenths.
	25. Extend sequence of given pattern.
	26. Read and interpret bar and picture graphs.
*Objective not tested by the MSDT	

Grade 6

READING/LANGUAGE ARTS		MATHEMATICS	
1.	Read a passage with a reading level of 5.0 and identify the main idea.	1.	Write the standard form for a number up to millions.
2.	Read a passage with a reading level of 5.0 and identify a detail stated in the passage.	2.	Compare numbers to millions.
3.	Read a passage with a reading level of 5.0 and select the correct sequence of events.	3.	Add two 4- or 5-digit numbers (with regrouping).
*4.	Read a passage with a reading level of 5.0 and identify the setting.	4.	Subtract two 4- or 5-digit numbers (with regrouping).
5.	Read a passage with a reading level of 5.0 and identify the cause and effect of a relationship.	5.	Multiply a 2-digit number or a 3-digit number by a 1-digit number (with regrouping).
6.	Read a passage with a reading level of 5.0 and select the best conclusion.	6.	Multiply a 2-digit number or a 3-digit number by a 2-digit number.
7.	Read a passage with a reading level of 5.0 and identify the character's traits, attitudes, and actions.	7.	Divide a 3-digit number or a 4-digit number by a 1-digit number with a zero in the quotient.
*8.	Read independently a variety of materials.	8.	Divide a 3- or 4-digit number by a 2-digit number.
9.	Identify synonyms, antonyms, and multiple meanings for words.	9.	Use an estimate to check the reasonableness of a given sum, difference, product, or quotient.
10.	Identify root words and affixes.	10.	Write decimals to thousandths.
11.	Recognize word categories.	11.	Add decimals to thousandths.
12.	Capitalize first word in sentences, names of persons and places, days of the weeks, months of the years, and the pronoun "I" when writing.	12.	Subtract decimals to thousandths.
13.	Identify correct spelling of words.	13.	Write decimals greater than 1 using tenths and hundredths.
14.	Choose the correct punctuation for a short paragraph.	14.	Write the least common multiple of two numbers.
15.	Identify correct plurals of nouns and verbs.	15.	Find the greatest common factor of two numbers.
16.	Select forms of verbs to agree with subjects.	16.	Write the simplest form for a fraction.
17.	Choose the correct pronoun to represent a given noun.	17.	Write a fraction or mixed number with denominator 10, or 100 as a decimal and a decimal as a fraction.
*18.	Write descriptive and clarification paragraphs consisting of complete sentences related to the topic, and using conventional grammar, punctuation, capitalization, and legible handwriting.	18.	Multiply two unit fractions or a fraction by a whole number.
19.	Identify correct abbreviations.	19.	Multiply a mixed number by a fraction, or a whole number.
20.	Locate information in directories and reference materials.	20.	Multiply a decimal and a whole number or 2 decimals in tenths.
*21.	Participate appropriately in group discussion as both a speaker and a listener.	21.	Add fractions.
*22.	Follow three-step oral and written directions in sequence.	22.	Read and interpret bar, line, circle, and picture graphs.
		23.	Add, subtract, multiply, and divide to solve word problems appropriate to computational level.
		24.	Determine appropriate metric unit for length, using centimeter, meter or kilometer.
		*25.	Determine appropriate U.S. customary unit for length using inch, foot, yard or mile.
Taken from the *Basic Education Program*, Revised February 1988.		26.	Solve word problems involving money.
		28.	Compare decimals.
		29.	Find the average of a group of numbers.
		30.	Identify angles, parallel lines, and perpendicular lines.

*Objective not tested by the MSDT

Grade 8

READING/LANGUAGE ARTS	MATHEMATICS
1. Read a passage with a reading level of 6.6 and identify the main idea.	1. Write the standard form for numbers up to 12 digits.
2. Read a passage with a reading level of 6.6 and identify a detail stated in the passage.	2. Round numbers to a designated place.
3. Read a passage with a reading level of 6.6 and select the correct sequence of events.	3. Compare numbers to millions.
*4. Read a passage with a reading level of 6.6 and identify the setting.	4. Round a decimal to a designated place.
5. Read a passage with a reading level of 6.6 and identify what is implied but not directly stated in the passage.	5. Compare decimals and fractions.
6. Read a passage with a reading level of 6.6 and select the best conclusion.	6. Add, subtract, multiply, and divide whole numbers.
7. Read a passage with a reading level of 6.6 and select either the implied similarities or difference between characters, objects, or events.	7. Add, subtract, multiply, and divide decimals.
*8. Read a passage with a reading level of 6.6 and identify the persuasive or propaganda technique used.	8. Add, subtract, multiply, and divide fractions.
9. Read a passage with a reading level of 6.6 and identify statements about the passage as either fact or opinion.	9. Write a fraction or mixed number with denominator 10, 100, or 100 as a decimal and a decimal as a fraction.
*10. Read independently a variety of materials.	10. Multiply or divide a decimal by a power of 10.
11. Identify synonyms, antonyms, and multiple meanings for words.	11. Divide two decimals, rounding quotient to the nearest tenth or hundredth.
12. Identify word meaning using context clues, root words, and affixes.	12. Estimate the sum, difference, product or quotient of two whole numbers.
13. Recognize word categories.	13. Write fraction, decimal, and percent equivalents.
14. Capitalize first word in sentences, names of persons and places, days of the weeks, months of the years, and the pronoun "I" when writing.	14. Find a percent of a number.
15. Identify correct spelling of words.	15. Find what percent one number is of another number.
16. Choose the correct punctuation for a short paragraph.	16. Find the perimeter of a polygon.
17. Identify correct plurals of nouns and verbs.	17. Find the circumference of a circle when given the formula C=(pi)(d) and the value for pi.
18. Select forms of verbs to agree with subjects.	18. Write the least common multiple (LCM) of two numbers.
19. Choose the correct pronoun to represent a given noun.	19. Find the greatest common factor (GCF) of two numbers.
20. Arrange sentences in the best logical order to form a coherent paragraph.	20. Determine appropriate metric units for length using cm, m, or km.
21. Write point-of-view and persuasive paragraphs consisting of complete sentences related to the topic, and using conventional grammar, punctuation, capitalization, and legible handwriting.	21. Determine appropriate customary units for length using in., ft., yd., or mile.
22. Identify correct abbreviations.	22. Write decimals greater than 1 using tenths and hundredths.
23. Locate information in directories and reference materials.	23. Write decimals to thousandths.
*24. Present an oral report to the class in an organized manner.	Taken from the *Basic Education Program*, Revised February 1988.
*25. Follow oral and written directions to complete a task.	

*Objective not tested by the MSDT

GUIDELINES FOR TEST STORAGE AND INVENTORY SYSTEMS

This section provides guidelines for test storage and inventory. The covers of MSDT test books and *Test Administrator's Manuals* for Phase 2, off-level and Phase 3 testing are illustrated, and sample forms for materials distribution, scheduling the return of materials, and quality control reports are provided.

Guidelines for test storage and inventory may be summarized as follows.

- Test books *must* be stored in a secure central location.

- Test books should be kept in sequence number order. Because MSDT books were not shipped to school systems in sequence number order, school systems will need to number their books. This can be easily accomplished by writing directly on the books or placing labels on the books.

- Test books should be stored in boxes or other containers which are labeled with the type of test books, quantity, and sequence numbers.

- Test books to be marked-in by approved exceptional students should be taken from the end of the sequence.

- Damaged books, including marked-in, may be kept at the end of the sequence by replacing unexpectedly damaged books with ones from the end of the sequence and switching the sequence numbers.

- School systems should always know the quantity and sequence numbers of books in storage, and the quantity and sequence numbers which are damaged (see SAMPLE FORMS *Storage Quality Control Reports*). Sample Forms for use with test administrations have been supplied for Phase 2 testing, as well as for Phase 3 (either long or short test).

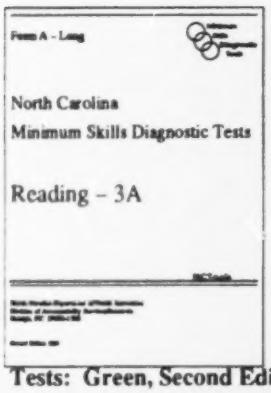
- School systems should have a "paper trail" when distributing and collecting books (see SAMPLE FORM *Materials Distribution Form* and *Schedule for Return of Testing Materials*). Forms have been supplied for administrations of both Phase 2 and Phase 3 tests.

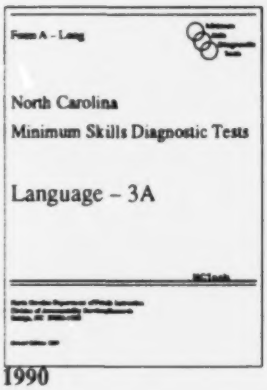
- School systems should have a method for secure destruction of damaged test materials. Marked-in books should be retained for six months after testing.

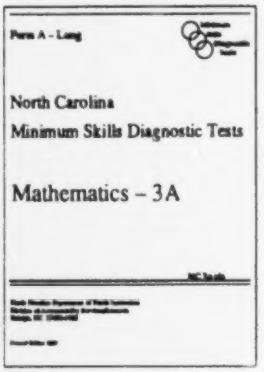
NOTE: School systems should be ready at all times for periodic NCDPI auditing of test storage and inventory procedures.

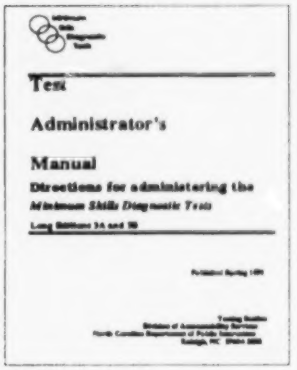
Test Materials Illustrations

MSDT Long Form A

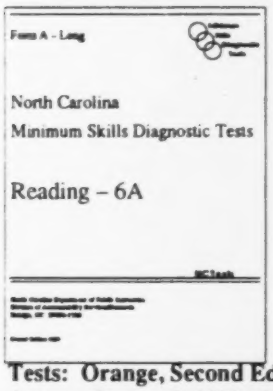


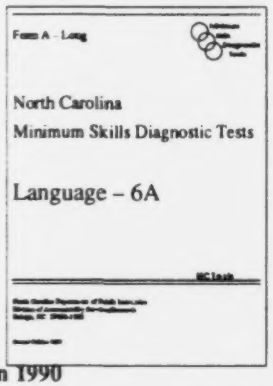


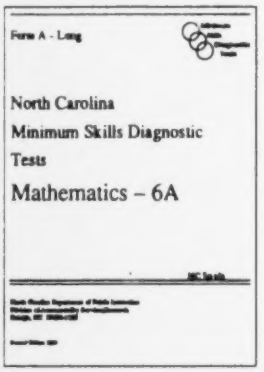


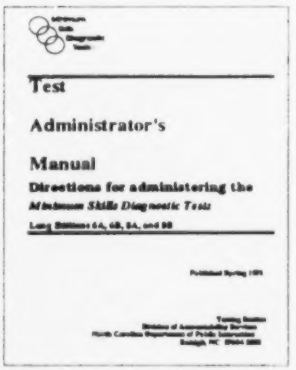


Tests: Green, Second Edition 1990
Answer Sheet: Published 1991
Form B - Long

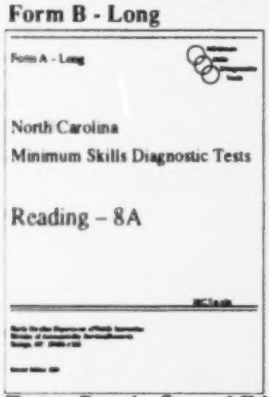


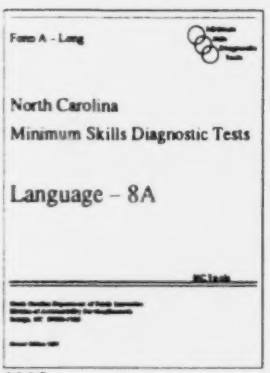


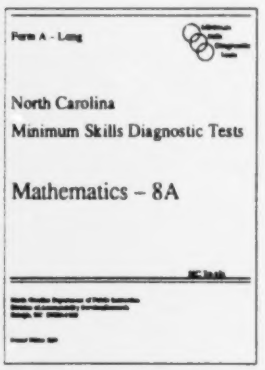


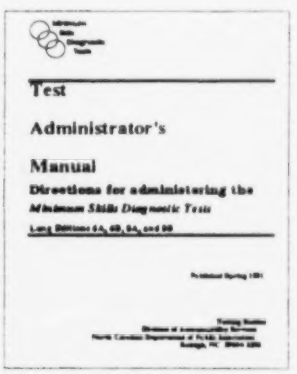


Tests: Orange, Second Edition 1990
Answer Sheet: Published 1991
Form B - Long









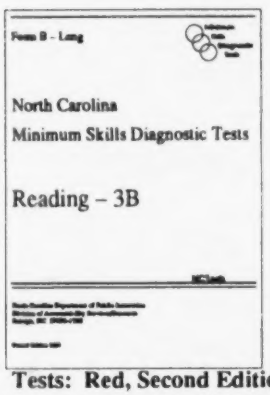
Tests: Purple, Second Edition 1990
Answer Sheet: Published 1991
Form B - Long

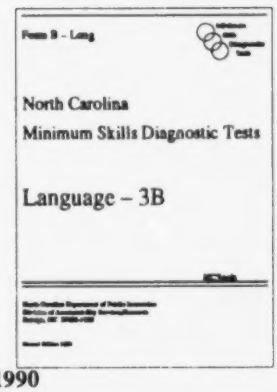
Notes: All MSDT tests use the NC General Purpose Header Sheet.
The manuals for the long forms of the tests are the same for both form A and form B. The answer sheets are also the same for the two forms, but are printed in colors to match the color of the current Phase 2 test.

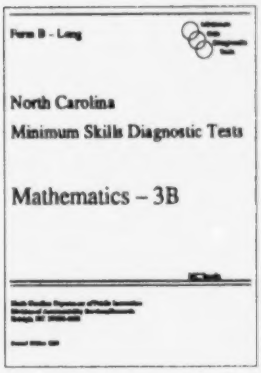
BEST COPY AVAILABLE

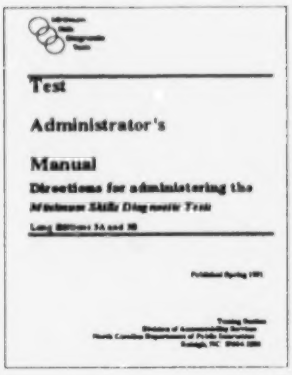
Test Materials Illustrations

MSDT Long Form B

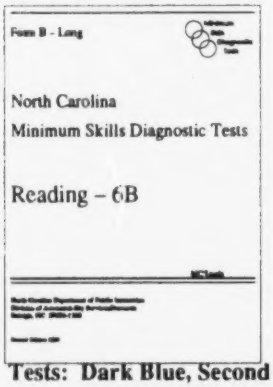


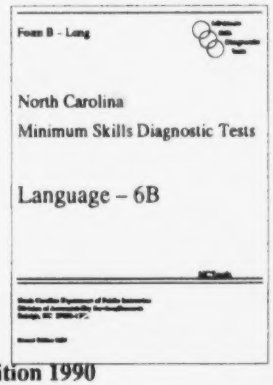


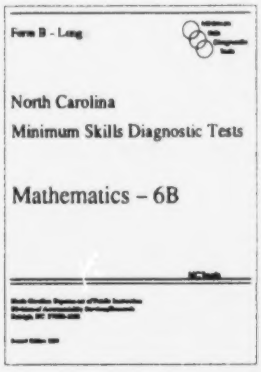


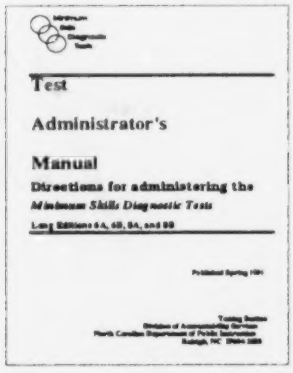


Tests: Red, Second Edition 1990
Answer Sheet: Published 1991
Form B - Long

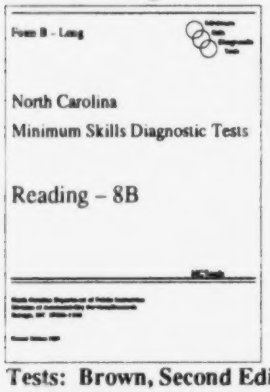


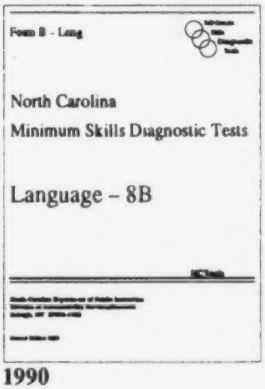


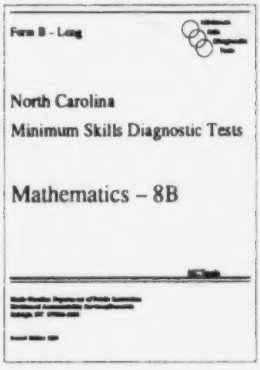


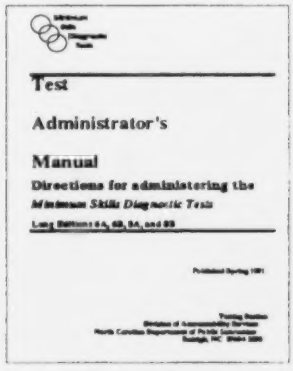


Tests: Dark Blue, Second Edition 1990
Answer Sheet: Published 1991
Form B - Long









Tests: Brown, Second Edition 1990
Answer Sheet: Published 1991
Form B - Long

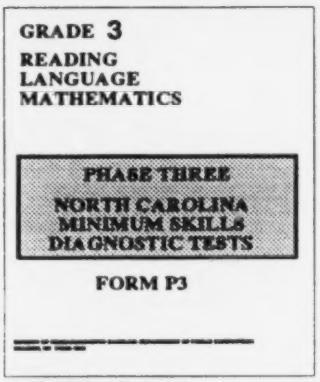
Notes: All MSDT tests use the NC General Purpose Header Sheet.
The manuals for the long forms of the tests are the same for both form A and form B. The answer sheets are also the same for the two forms, but are printed in colors to match the color of the current Phase 2 test.

Test Materials Illustrations

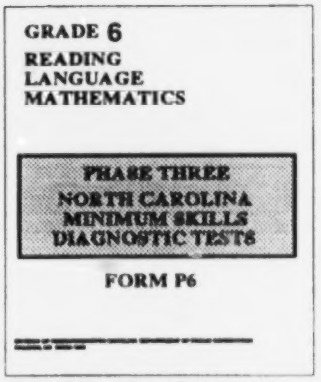
Phase 3 Short Tests: MSDT Short Forms A and B

Form A (short)

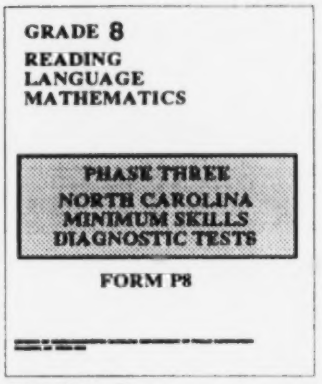
Tests



COLOR: Purple

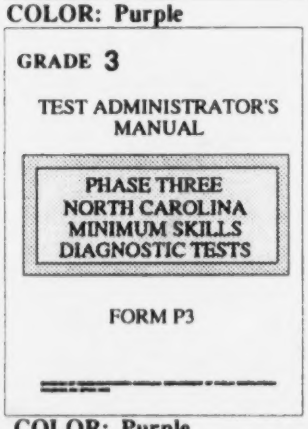


COLOR: Blue-Green

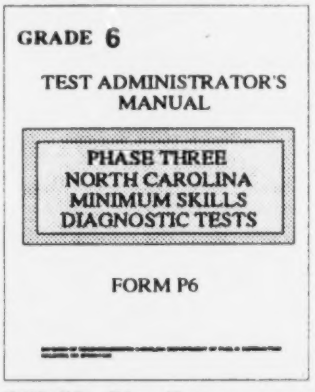


COLOR: Gray

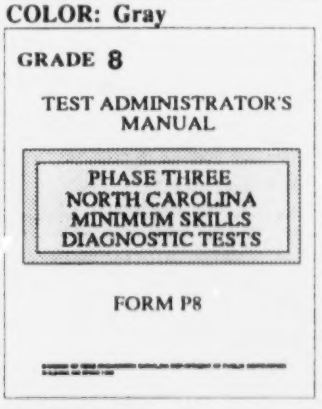
Administrator's Manuals



COLOR: Purple



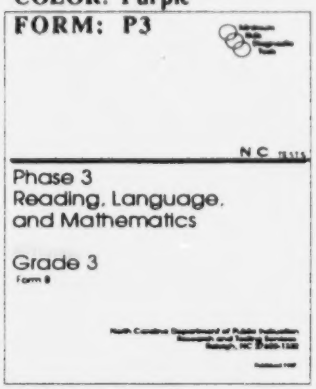
COLOR: Blue-Green



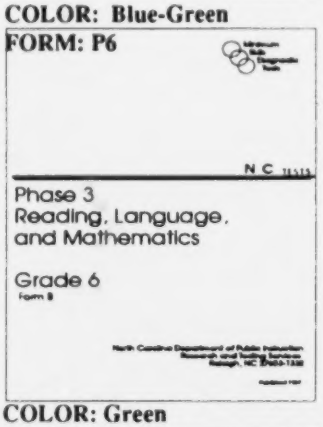
COLOR: Gray

Form B (short)

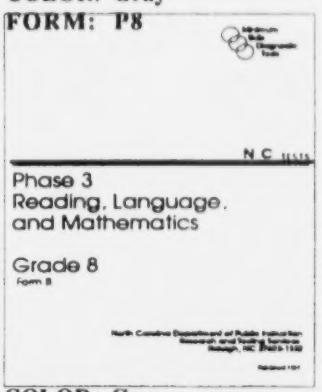
Tests



COLOR: Purple

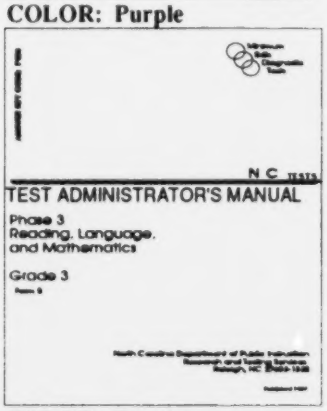


COLOR: Green

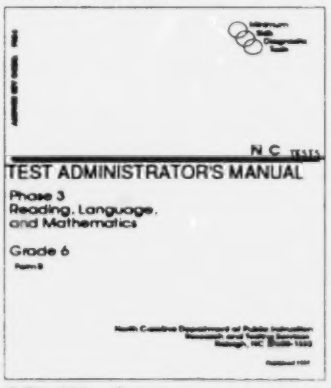


COLOR: Gray

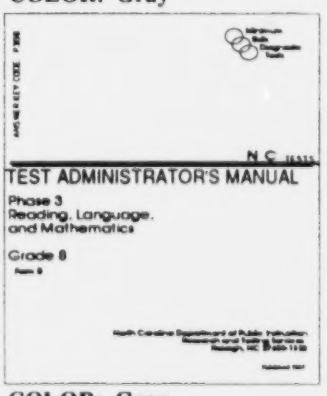
Administrator's Manuals



COLOR: Purple



COLOR: Green



COLOR: Gray

Note: Short MSDTP test use the "short tests" Answer Sheet. All MSDTP tests use the NC General Purpose Header Sheet.

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Sample Forms

Materials Distribution Form: Long *MSDT*
(check one) __ Phase 2 Form__; __Off-Level Form __; __Phase 3 Long Form __

System_____ **School**_____

	Test Material	Quantity Out	Quantity In	Sequence Numbers
Grade 3	**Reading**	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____
	Mathematics	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____
	Language	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____
Grade 6	**Reading**	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____
	Mathematics	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____
	Language	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____
Grade 8	**Reading**	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____
	Mathematics	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____
	Language	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____

	Grade 3		Grade 6		Grade 8	
Administrator's Manuals	_____	_____	_____	_____	_____	_____
Answer Documents	_____	_____	_____	_____	_____	_____
NC General Purpose Header Sheets	_____	_____				

Date_____ Picked up by_____
Date_____ Returned by_____

Phase 2 Schedule For Return of Testing Materials

_____ **SCHOOL**

All testing materials for the Minimum Skills Diagnostic Testing Program, Phase 2 administration (on-grade, off-level), must be returned to _____ at the Central Office on _____. Please follow the schedule below:

Time	School
9:00 A.M.	_____
10:00 A.M.	_____
11:00 A.M.	_____
1:30 P.M.	_____
2:30 P.M.	_____
3:30 P.M.	_____
4:30 P.M.	_____

REMEMBER:

- All testing materials are to be stored in a secure location until returned to the Test Coordinator.
- All answer documents must be properly edited.
- Do not use paper clips or rubber bands on answer documents.
- Answers from marked-in booklets must be transferred to answer documents by test administrators and checked by proctors.
- Makeups must be properly coded and added to Header Sheet counts.
- All booklets must be returned in sequence order.
- Damaged or marked in materials must be listed and kept separate.
- All answer documents with appropriate Header Sheets must be returned inside an envelope or plastic bag for scoring.
- Return all test books, cover/work sheets, and any extra testing materials to the Test Coordinator.

Storage Quality Control Report: Long Tests

Check one: __Phase 2 Form __
__Off-Level Form __
__Long Phase 3 Form __

School Name _____ **Date** _____

	Before Testing		**After Testing**		
Tests	**Quantity Received**	**Sequence Numbers**	**Quantity Damaged**	**Sequence Numbers Damaged** (Continue on back if necessary)	**Number in Storage**
Grade 3 Reading					
Grade 3 Math					
Grade 3 Language					
Grade 6 Reading					
Grade 6 Math					
Grade 6 Language					
Grade 8 Reading					
Grade 8 Math					
Grade 8 Language					

Material Distribution Form: Phase 3 (Short) *MSDT*: Form ___

System_____ **School**_____

	Test Material	Quantity Out	Quantity In	Sequence Numbers
Grade 3	**Reading, Language, Mathematics**	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____
Grade 6	**Reading, Language, Mathematics**	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____
Grade 8	**Reading, Language Mathematics**	_____	_____	_____ – _____
	Designated for mark-in	_____		_____ – _____
	Damaged		_____	_____ – _____

	Grade 3		Grade 6		Grade 8	
Administrator's Manuals	_____	_____	_____	_____	_____	_____
Answer Documents	_____	_____	_____	_____	_____	_____
NC General Purpose Header Sheets	_____	_____				

Date_____ Picked up by_____
Date_____ Returned by_____

Phase 3 Schedule For Return of Test Materials

_____ **SCHOOLS**

All testing materials for the Minimum Skills Diagnostic Testing Program, Phase 3 administration, must be returned to _____ at the Central Office on _____. Please follow the schedule below:

Time	School
9:00 A.M.	_____
10:00 A.M.	_____
11:00 A.M.	_____
1:30 P.M.	_____
2:30 P.M.	_____
3:30 P.M.	_____
4:30 P.M.	_____

REMEMBER:

- All testing materials are to be stored in a secure location until returned to the Test Coordinator.
- All answer documents must be properly edited.
- Do not use paper clips or rubber bands on answer documents.
- Answers from marked-in booklets must be transferred to answer documents by test administrators and checked by proctors.
- Makeups must be properly coded and added to Header Sheet counts.
- All booklets must be returned in sequence order.
- Damaged or marked in materials must be listed and kept separate.
- All answer documents with appropriate Header Sheets must be returned inside an envelope or plastic bag for scoring.
- Return all test books, cover/work sheets, and any extra testing materials to the Test Coordinator.

Storage Quality Control Report: Short (Phase 3) Tests Form ___

School Name _____ **Date** _____

	Before Summer Testing		After Summer Testing		
Tests	**Quantity Received**	**Sequence Numbers**	**Quantity Damaged**	**Sequence Numbers Damaged** (Continue on back if necessary)	**Number in Storage**
Grade 3: Reading, Language, Math					
Grade 6: Reading, Language, Math					
Grade 8: Reading, Language, Math					

SCANNING AND SCORING

The current versions of the scanning program for North Carolina tests (SCAN92 or SCAN93) will allow the scoring of any of the *Minimum Skills Diagnostic Tests*. The long versions of the tests (either Form A or Form B) may be used for regular Phase 2, off-level Phase 2, or long Phase 3 testing (see the "Test Forms" section of this document.) Careful attention must be paid to coding header sheets and making selections within the SCAN program in order to score the tests correctly and print the appropriate reports. The key codes and file codes for each test are presented in the "Spring" and "Summer" scanning sheets which are provided later in this section.

There are four MSDT test configuration files available as part of the SCAN program, corresponding to grade 3 long, grade 6 long, grade 8 long, and the short tests. The answer key used for scoring will be that coded on the header sheet, so it is essential that the correct answer key code is bubbled in. (For example, Grade 3 Form A and Form B use the same answer sheet and are scored by selecting the same test. The only difference is the answer key code.) Then, the format of the reports will be based on the selection made within the SCAN program. Again, it is important to select the appropriate report. For example, the off-level report will not show a pass/fail designation, and the Phase 2 report will.

Because the file codes for the long tests are the same whether they are used for Phase 2, off-level, or Phase 3 testing, care must be taken to uniquely name files. One suggestion is to use the 3-digit school code plus an (up to 3-digit) code to indicate Phase 2, off-level or Phase 3.

MSDT Reports

Phase 2

For Phase 2 of the North Carolina Minimum Skills Diagnostic Testing Program, the local scanning operation will produce individual student reports with detailed information relative to the objectives tested. Individual student labels for placement in cumulative folders may optionally be produced as well. A class roster with summary information, and class reorganization rosters for Reading, Language, and Mathematics will also be provided. The class roster indicates, for each student, whether or not the student passed the state standard for the Phase 2 tests. Rosters for purposes of Competency screening in Grade 8 are also provided.

Off-Level Phase 2

For off-level Phase 2 North Carolina Minimum Skills Diagnostic Testing in grades 4, 5, and 7, the local scanning operation will produce reports similar to those produced for regular Phase 2 testing, although reports will not include a "pass/fail" designation, and no Competency screening or re-rostering reports will be produced. Because off-level testing uses the same tests as the long version of the Phase 3 tests, a place to circle "off-level" or "Phase 3 Summer" is provided on the class rosters.

Phase 2 "Check Data Files"

After completing Phase 2 scanning, follow these steps:

1. Run "check data files" to find errors in coding,
2. Use the editor to correct any errors,
3. Rerun "check data files" to recheck files for coding errors.

Phase 3

For Phase 3 of the North Carolina Minimum Skills Diagnostic Testing Program, the report format depends on which (if any) Phase 3 testing option is chosen by your school system. If the school system chooses to give the 300-304 item test, the reports will be essentially the same as the Phase 2 reports, with the exception that there will be no pass/fail designation. If the school system chooses the short (100 item) version, two rosters are provided, one with the total number and percent of items correct for each student, and one with scores by subtest. Labels may be produced, if desired. (For test score reliability reasons, the detailed diagnostic profile cannot be provided for the short version of the tests.)

Phase 3 "Check Data Files"

After completing Phase 3 scanning, follow these steps:

1. Run "check data files" to find errors in coding,
2. Use the editor to correct any errors,
3. Rerun "check data files" to recheck files for coding errors.

Spring Scanning Summary Sheet

MSDT Phase Two or Off-Level Tests-- FORM A

Test/Form	Key Code	File Code	Answer Sheet	Special Notes
Grade 3 (4) Form A Long Green second edition 1990	MLA3	M3	Long Edition 3A and 3B published 1991	Reading - 100 items Language - 100 items Math - 104 items
Grade 6 (5) Form A Long Orange second edition 1990	MLA6	M6	Long Edition 6A and 6B published 1991	Reading - 100 items Language - 100 items Math - 100 items
Grade 8 (7) Form A Long Purple second edition 1990	MLA8	M8	Long Edition 8A and 8B published 1991	Reading - 100 items Language - 100 items Math - 100 items

MSDT Phase Two or Off-Level Tests--FORM B

Test/Form	Key Code	File Code	Answer Sheet	Special Notes
Grade 3 (4) Form B-Long Red second edition 1990	MLB3	M3	Long Edition 3A and 3B published 1991	Reading - 100 items Language - 100 items Math - 104 items
Grade 6 (5) Form B-Long Dark Blue second edition 1990	MLB6	M6	Long Edition 6A and 6B published 1991	Reading - 100 items Language - 100 items Math - 100 items
Grade 8 (7) Form B-Long Brown second edition 1990	MLB8	M8	Long Edition 8A and 8B published 1991	Reading - 100 items Language - 100 items Math - 100 items

Summer Scanning Summary Sheet

MSDT Phase Three Tests - 300 Item Tests

SEE PREVIOUS PAGE FOR SCANNING INFORMATION

MSDT Phase Three Tests - 100 Item Tests--FORM A

Test/Form	Key Code	File Code	Answer Sheet	Special Notes
Grade 3 P3 Short Form A	MSA3	MS	Short tests	100 items, no subtest scores printed on class roster*
Grade 6 P6 Short Form A	MSA6	MS	Short tests	100 items, no subtest scores printed on class roster*
Grade 8 P8 Short Form A	MSA8	MS	Short tests	100 items, no subtest scores printed on class roster*

MSDT Phase Three Tests - 100 Item Tests--FORM B

Test/Form	Key Code	File Code	Answer Sheet	Special Notes
Grade 3 P3B3 Short Form B	MSB3	MS	Short tests	100 items, no subtest scores printed on class roster*
Grade 6 P3B6 Short Form B	MSB6	MS	Short tests	100 items, no subtest scores printed on class roster*
Grade 8 P3B8 Short Form B	MSB8	MS	Short tests	100 items, no subtest scores printed on class roster*

* Reading, language, and math subscores are possible. There are approximately 33 items on each subtest, so subscore reports do not have the validity that they do for the 300 item test. To print subscores, you must specify the roster **with subtests** when choosing a report.

Promotion Standards from the *Basic Education Program for North Carolina's Public Schools*

The state will require mastery of specific competencies in reading, language, and mathematics before a student is promoted from grades 3, 6, and 8. Meeting the state standards, however, does not guarantee promotion. A student must also meet local standards. All local school districts must develop their own promotion policies, submit them to the State Board of Education for information by April 1, 1986, and subsequently report any changes. The State Board of Education will develop a suggested model promotion policy, which local boards may use at their discretion. The State Board of Education will, at the request of school districts developing their own policies, provide them technical assistance. The State Board suggests that local units consider factors such as teachers' judgment, grades, attendance, and maturity in designing their policies.

The state standard will not apply to students already retained in the same grade span (K-3, 4-6, 7-8) or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped or to other appropriately certified handicapped students who have been exempted by policy of the local Board of Education on the basis that the standard is not a reasonable one for the student. The parents of any excluded child shall have the right to contest the exclusion of his/her child from promotion standards under the procedures set out in G.S. 115C-116.

The promotion standards and minimum competencies which follow are based upon the curriculum and courses of instruction listed and described in the Basic Education Program. One of the attributes of an effective curriculum is that it evolves as the needs of students change in order to meet the demands of a rapidly changing world. Therefore, standards of promotion and minimum competencies must also change if they are to continue to reflect the curriculum. The State Board of Education will modify state promotion standards and minimum competencies as necessary to be consistent with the curriculum described in the Basic Education Program.

The state standard will be implemented in three phases:

Phase One. A student in grade 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the state standard and must then meet local requirements. A student who scores at the 24th percentile or below enters Phase Two.

Phase Two. In Phase Two, a student is tested for mastery of the competencies listed below. The State Board of Education will develop the Phase Two test and set the mastery score. Students who do not achieve the mastery score will be retained, unless they successfully attend a summer program in which they will have another chance to develop the competencies specified.

Those who demonstrate mastery will have met state standards and may be promoted if they have also met local requirements.

Phase Three. The State will fund the costs of teachers and transportation needed for the summer programs. The same child nutrition program provided during the regular school year may be provided students in the remedial summer program. The principal and the teacher will determine whether, at the end of the summer program, a student has mastered the specified competencies. For handicapped pupils, the principal will make the decision in consultation with the teacher and school-based committee.

The State Board will develop a test to be administered to each child at the end of summer school. Although the purpose of the test will be to provide a means by which the State Board can evaluate the effectiveness of the summer program, teachers and principals may use the results of the test to assist them in deciding whether their students have mastered the appropriate competencies.

The principal and teacher referred to in this section are the individuals working in the summer program. In cases where the principal of the summer program and the teacher decide a child has met the state standard, the principal of the child's regularly assigned school will then determine whether the child should be promoted according to the local promotion policy.

Any student who does not achieve the mastery score on the Phase Two test will be retained unless that student successfully completes summer school. A principal may, however, determine that for justifiable reasons a child cannot attend summer school, and that the child's parent or guardian will provide an alternative means for the child to master the specified competencies. The principal shall require the parent or guardian to present information regarding the summer instructional program provided the child and the child's performance in that instructional program. In such cases the principal remains the final judge of whether a child has mastered the competencies, and the child must also take whatever standardized test is administered to summer school students.

A student who is retained as a consequence of failing to meet state or local standards shall receive a comprehensive educational assessment. Findings of the assessment shall be used in determining the appropriate remediation goals and programs.

Local units shall develop special procedures to identify high risk students in grades K-12. The State Board of Education shall provide appropriate technical assistance in these efforts. High risk students are those who score at or below the 25th percentile on a standardized achievement test, or are judged by their teachers to be in danger of failing to achieve the minimum competencies specified by the State Board of Education.

School personnel (including teachers, instructional support staff, and administrators) shall consider how the curriculum content and instructional methods may be modified within the regular classroom to benefit high risk students.

From: *The Basic Education Program for North Carolina's Public Schools*, N.C. State Board of Education, Raleigh, NC 27603, Revised February 1988.

1992 Advanced Placement Report

March, 1993
North Carolina Department of Public Instruction
Division of Accountability Services / Testing Section
Raleigh, NC

Introduction

The Advanced Placement (AP) program, established in 1955, and sponsored by the College Board, provides college level courses to high school students. The AP program offers students courses and examinations in Art, Biology, Chemistry, Computer Science, Economics, English, French, German, Government and Politics, History, Latin, Mathematics, Music Theory, Physics, Psychology and Spanish. All AP exams contain both multiple-choice and free-response questions, which require essay writing, problem solving and other skills. The exams are graded by specially trained college faculty and high school AP teachers. Grades are reported on a five-point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified) and 1 (no recommendation). Students with acceptable grades on the examinations are given college credit by the majority of institutions.

This report[1] analyzes both this year's data and data from the previous five years. Six years worth of data were used since these years had adequate participation rates involving North Carolina's students. The results section on page 2 details information concerning participation and performance in various AP examinations. Table I outlines the United States' and North Carolina's participation on the various AP Programs. Performance is further detailed in Tables II and III, which disaggregate the data for nine subjects, by racial/ethnic background and by sex. Trend data for these groups are reported in the various graphs found on pages 6 through 9.

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1 All information contained in this report is extracted from the College Board's 1987-1992 AP reports entitled *National and NorthCarolina Summary Reports.*